

## 日本語学習者の初級における文型習得について

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### 要 旨

日本語学習の初級段階で導入する文型のうち、どの文型が習得しやすく、どの文型が習得しにくいかにについて、初級クラスの文法宿題・小テスト、作文、OPI会話を資料にして調査した。その結果、各項目の文法的意味理解は90%前後で理解されていると判断できたが、「らしい」「てある」が70%前後で低かった。また、自然会話による産出面では活用語の「非過去肯定＞非過去否定＞過去肯定」の順で使用率が高かった。接続助詞では「から」「たら(仮定)」「とき」が、モダリティーでは「たい」「と思う」に使用が集中した。逆に「受け身」「使役」「つもり・はず・わけ」などはほとんど使用されなかった。しかし、目標文型を焦点化した課題作文では「使役・使役受け身」「てある」「ておく」なども高い確率で現れた。さらに文法正答率の高い学習者は概ね自然発話での使用文型も豊富で複文の数も多かった。

## Acquisition of Beginner's Grammar by Learner of Japanese as a Second Language

Atsuko Hanada

I investigated which grammatical items are easy or not easy to acquire in beginner's course. From their grammar exercises it has become clear that the grammatical meaning of each item was mostly understood correctly, at the accuracy rate of around 90%. But the items "rashii" and "tearu" showed lower accuracy rate at around 70%. In free conversation exercise, "non-past-affirmative" was frequently used by learners, followed by "non-past-negative," and "past-affirmative." "Kara," "tara" and "toki" were used as conjunctions most frequently, and "tai" "to-omou" as modality. Conversely, "passive voice," "causative voice," and "tumori," "hazu," and "wake" were hardly used. However, it was found that "causative voice," "passive-Causative-voice," "tearu," and "teoku" were used at rather high frequency in grammatical focused writing task. Further, most learners who got high scores in grammar tests could talk using variety of grammatical items and complex sentences.